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BULLETIN OF THE UNIVERSITY OF WISCONSIN *Wisc.*

No. 514: High School Series, No. 2

THE HIGH SCHOOL COURSE IN GERMAN

M. BLAKEMORE EVANS, Ph. D.

Former Associate Professor of German

The University of Wisconsin

THIRD EDITION

REVISED BY

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MADISON

Published by the University

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PREFACE TO SECOND EDITION

In this revision of "The High School Course in German" I have been greatly helped by the criticisms and valuable suggestions of Professors A. R. Hohlfeld and S. H. Goodnight of the University of Wisconsin, Mr. H. L. Terry, State High School Inspector, Assistant Superintendent Leo Stern of Milwaukee, Principal Elizabeth A. Waters of Fond du Lac, Mr. Charles M. Purin of the East Side High School, Milwaukee, Miss Irma Kleinpell and Miss Caroline M. Young of the Madison High School. To all I would express my sincere thanks.

That we disagreed on certain points was inevitable, indeed, I regard such differences of opinion as entirely healthy and as one of the most promising indications of further advance in the teaching of foreign languages.

M. BLAKEMORE EVANS.

Madison, February 10, 1909.

PREFACE TO THE THIRD REVISED EDITION

In the revision of Professor Evans' "High School Course in German" only a few changes have been made in the text itself. On the other hand the list of reference books has been considerably enlarged. In addition to this, a list of texts for a four-year course in high school German has been prepared in order to aid the teacher in the selection of suitable reading material. Another feature that might be mentioned is the reduction of the number of pages in required reading. This step has been taken so as to enable the teacher to devote ample time to oral work in his classes. Unless this is done, the teacher will not have accomplished what can be justly expected of him on the new basis. I beg to acknowledge my indebtedness to Professor A. R. Hohlfeld of this University for his valuable aid in the choice of suitable reference books.

CHARLES M. PURIN.

The University of Wisconsin,
April, 1912.

INTRODUCTION

In the last quarter of a century the study of German has made a most remarkable advance in America. Previous to this time but a chosen few had more than a very casual acquaintance with German life or German literature. But when in the early seventies of the last century Germany suddenly sprang into the front rank of European powers and maintained her position, when she began to compete successfully with sister countries in the fields of manufacture and commerce, the attention of the world was drawn to this Cinderella of nations. People began to inquire, to examine, and found achievements in German national culture, in art, and in science which seemed indispensable to their own best development. They decided that their children should know more of this nation, and, as the first step toward such knowledge, that they should study its language. In this way German gained its first strong hold upon our American secondary schools.

Another potent influence in the growth of American interest in Germany has been the vast number of Germans who have made their homes in this country. They brought with them a love for the Fatherland, its customs, and its literature, which they have to some extent imparted to their new friends and neighbors.

At first taught more especially as a college and university study, German has now won for itself a definite place beside other foreign languages in the high school curriculum.

In the high school the prominence given this language very naturally differs greatly in the various parts of the country. In the Middle West, where the number of German settlers was very large, the study of German is far more general than, for example, in New England. In the state of Wisconsin, where the percentage of German born citizens and their descendants is so high as compared with many other states, German rightly takes high rank among the high school studies.

This imposes upon teachers of German in Wisconsin special duties, but it also brings with it special advantages to be obtained in like measure in scarcely any other state in the Union.

What are these duties, and how may these advantages best be turned to account?

A great stir has been apparent during the last twenty years in the rank and file of modern language teachers all the world over. They have abandoned the ancient-classical standards and have raised new standards around which they rally with enthusiasm. The goal toward which they are striving has been declared to be quite distinct from that of the teachers of Latin and Greek. Hence, they say, the methods to reach the new goal must also be quite different. Starting in Germany, where it still possesses the most zealous advocates, the movement has spread over all the western world.

A careful study, however, of the principles involved and of present conditions has convinced the majority of American teachers that, while they fully appreciate what has been done by the reformers in enlivening and deepening their work, no one of the reform systems in its totality could, at the present time, be wisely transplanted to America. Our whole educational system, as also the attitude of the American pupil toward language study, is too different. Then, too, the languages to be taught differ so widely. The reformers in Germany are teaching French and English, both of which are well adapted to a direct method, whereas German, with its multitudinous inflectional forms and complicated syntax, would almost seem to defy a similar procedure. Hence, our leaders have decided that for us an eclectic system, making full use of the best wherever it may be found, is wisest.

In a general way the student may expect to gain from a successful high school course in German:

1. Ability to read with fair fluency.
2. A better understanding of the grammatical structure of the English language.
3. Some ability to speak and understand the foreign language.
4. Some knowledge of the literature, the history, the manners and customs, the culture, of Germany and the Germans.

It might almost seem as if in a state so situated as Wisconsin, the main stress should be placed upon speaking. To some extent this is true, and undoubtedly a teacher may accomplish more in this line with a class here than the same teacher, for example, in Massachusetts. But at best, save perhaps in a few cities, as Milwaukee, where the pupil enjoys the special advantage of hav-

ing German born parents who retain a love for the purity of the language of the Fatherland and foster its use in their homes, the results must be rather meager and limited, especially if the study of the language is deferred until the pupil enters the high school. On a few topics of limited scope he will learn to speak with some fluency and accuracy, but of Germany's literature and higher intellectual life, of the culture that has meant so much for higher ideals in education he can know practically nothing. And this, because those texts that are most suitable for extended conversational practice do not and can not furnish the best insight into the deeper intellectual strivings of the nation. Speaking should be emphasized in Wisconsin, more perhaps than in the East, but the reading of carefully chosen, inspiring, and broadening texts must retain the first place in the school curriculum.

I

THE TWO-YEAR COURSE IN GERMAN

The large majority of the Wisconsin high schools have still but the two-year course in German—by no means the ideal condition—which will be extended, it is hoped, in the near future, to a four-year course. A discussion of the two-year course, then, precedes the discussion of the longer four-year course.

1. The First Lessons

The first lessons should be spent in phonetic drill. The teacher must have some knowledge of elementary phonetics; he should be able not only to detect errors in pronunciation but to tell how they came about and how they may be corrected. This cannot be accomplished merely by imitative methods. It is not difficult for the teacher to acquire such an elementary knowledge of phonetics with the number of books at his disposal. Suitable guides for this work will be found among the reference books for teachers given below.

As very helpful in the actual presentation of the subject to the class are recommended Chapters III and IV of Bahlsen, *The Teaching of Modern Languages*, Ginn and Company, 1905, and Chapter III of Bagster-Collins, *German in Secondary Schools*, Macmillan, 1904.

Proceeding from the known to the unknown, the teacher should first discuss the English sounds, emphasizing, for instance, the difference between voiced and voiceless consonants, back and front vowels; he should call attention to the mixed or diphthongal quality of English vowels, etc., etc. Then, after the difference of the English and German basis of articulation has been explained, the teacher should discuss the German sounds, carefully comparing each group and each individual German sound with the corresponding English. The totally new sounds, as, for example, *ch* or the "umlauts" *ö* and *ü* will, if properly taught on a phonetic basis, not be the occasion of so much stumbling on the part of

the pupil, as those which are more nearly alike in the two languages, as, for example, the *s*, *l*, or *o* sounds. An explanation of what is meant by "glottal stop" must surely not be omitted.

As yet no books are necessary for the work of the class; in fact, they are better kept entirely in the background.

In this drill the teacher must never, however, lose sight of the fact that the simple sounds exist only as they are joined together in words and that here they are often slightly modified by their surroundings. Words, too, live merely as parts of a phrase or sentence, hence too much stress should not be laid upon the drill of sounds as sounds, rather upon their use as parts of the vocabulary of the living language. For example, we think, of the definite article *dēr*, when standing alone, as with long vowel, whereas in reality the definite article is never long, although the demonstrative *dēr* always is: cf. *dēr* (article, where the vowel sound has almost disappeared) *Mann*, but *dēr* (demonstrative) *Mann*. The sooner practice is begun upon complete, even though very short sentences, the better. For such sentences the objects of the schoolroom may well be employed, or a short and very simple anecdote used, such as given by Bahlsen on page 75.

This drill should be continued during the first week, perhaps longer, if the class has not thoroughly mastered these first principles of pronunciation. It cannot be too strongly emphasized that a faulty pronunciation, once firmly rooted, is almost impossible to correct. During this period no advance assignments should be set for study at home, but merely a review of what has been discussed in class.

Should the teacher desire, a few simple remarks on the relationship of German and English would be in place, but surely no detailed discussion of "Grimm's law."

After this introductory work let the grammars be opened and the rules for pronunciation rapidly reviewed. Then let the teacher carefully explain the meaning and use of the parts of speech, the cases and more important verb tenses. This is for most, and it remains for some their life long, *terra incognita*. Here one must advance slowly, requiring complete comprehension from the pupils. With pupils who, through the previous study of Latin, are already familiar with grammatical terminology the progress will be much more rapid, but it should not be forgotten that, with a very large percentage of the high school

pupils of Wisconsin German marks the beginning of all foreign language study. These terms may be illustrated best by English examples, and, if suitable words are chosen, at the same time the corresponding German word or words given. It will be well to write them side by side on the blackboard.

When the first paradigms are being learned it is advisable to anticipate the order of most grammars, and assign at the same time with *der, die, das*, the present and preterite indicative of the verb, with a hint or two upon the formation of the perfect. By this is not meant the present and preterite of *sein* and *haben*, but the proper endings of both strong and weak verbs, for these tenses should be thoroughly mastered right at the start, because the verb is the key to the German sentence. Not until these most common forms of the verb have been learned is satisfactory work in complete sentences to be expected.

Then, when the first indispensable foundation has been laid, let the reading of very simple prose begin and go hand in hand with the advance in grammar. At first also in this work there should be no advance home assignment, simply a review of what has been read in class. To begin with, not more than ten minutes a day should be devoted to the reading, but by the commencement of the third month of study two full periods a week out of the five. In the second half year this should be reversed; two periods a week should be given over to the study of grammar and three to reading.

2. Grammar and Written Exercises

Instruction in grammar should be conducted during the first year largely in English. Especially is this true of all explanations of theoretical grammar, where clearness and definiteness are the first essentials. Too often even the best of teachers when attempting an explanation in German are profuse and anything but definite. The result in the pupils' minds can only be an obscure half-understanding.

The ordinary, every-day drill on forms and paradigms, which for want of a better term we may call "practical grammar," is, however, quite a different matter. Here the German terms taken from Latin grammar, which for the most are so nearly identical with the English as to need little or no explanation, should be

introduced very early in the year, and used constantly by teacher and pupil. A convenient list of such terms has been recently published by D. C. Heath and may be obtained from the publishers at a nominal price.

For the two-year course one of the shorter grammars is recommended, as Prokosch, Vos, Spanhoofd, Becker, Collar or Bacon, which may be completed during the first year. It is not necessary that all the "exercises" be prepared, if experience shows that the book contains too many for the year's work. The teacher should so plan the course that by the end of the year the grammar will be finished and time left for a review of the more difficult portions, as, for example, the modal auxiliaries.

While it is not advisable to spend lesson after lesson in simply declining nouns and conjugating verbs, accuracy must be required. A goodly amount of hard work in memorizing paradigms is indispensable. Of course there must be in all cases one distinct paradigm to fall back upon, but in the class drill the teacher should by no means always employ the same words; many pupils will recite accurately the passive voice of *loben*, but if, by any chance, they are asked to give a passive form of *geben*, they are quite at a loss. The paradigms should be many and various.

If one of the larger grammars is used it will be necessary to anticipate during the first year the most essential parts of certain few chapters in the second part, *e. g.*, on the use of the subjunctive.

In all grammar work the teacher should guard carefully against too great haste; he should be sure of mastery in one chapter before proceeding with the next. And when systematic work is begun on the verb he should by no means entirely neglect the nouns and adjectives. A continual review must be maintained.

As a practical hint it is recommended that, when the principal parts of strong verbs are called for, the teacher be not content with the three forms given in almost all grammars, *e. g.*, *laufen*, *lief*, *gelaufen*, but expect the five forms, *laufen*, *lief*, *gelaufen*; *er läuft*, *er ist gelaufen*. For these are in reality the principal parts, *i. e.*, from these forms alone can the entire conjugation of the verb be correctly given, otherwise the umlaut of certain forms of the present and the perplexing question of the auxiliary is not touched upon. The necessity of learning the article together with the noun is now quite generally realized; but few teachers seem

to remember that the noun as well as the verb has its "principal parts," viz., *der Tag, des Tages, die Tage*. The pupil should be as ready to give the principal parts of a noun as of a verb.

In the work on syntax, which in the two-year course must be limited to the simplest essentials, it will be wise to give first numerous examples of the "law" to be discussed, after which a clear and definite statement should follow. It is, however, quite out of the question to attempt to teach all grammar by the inductive method under the conditions which prevail in the majority of American secondary schools. The attempt has been made under most favorable circumstances and failed signally.

The importance of the English-German exercises for practice in forms and accurate vocabulary building is very great. The pupil should first write them out at home in a note-book of sufficient size to contain conveniently all the exercises of a year or, at least, of a semester. The second step would be to have the sentences placed upon the black-board by various members of the class. But the teacher should not allow the pupil simply to take his note-book with him to the board and there copy off what he has more or less mechanically worked out at home. Slips of paper, each with two or three sentences, may be prepared by the teacher at no great inconvenience to himself. While the teacher is correcting the board work the class should also correct the sentences in their note-books. This method, if consistently pursued, will not over-burden the teacher with the correction of note-books, although he should insist that every two weeks, or, at least, once a month all note-books be handed in for examination. At the end of the year all note-books should be collected and destroyed, as otherwise there is too great danger that they will be handed down from one generation to the next. Oral reviews should be given frequently, for in composition work it is especially true that a little well done is infinitely better than much that is only half correct.

As stated above, after the first two months there should be, during the first half year, three periods a week out of the five devoted to grammar; in the second half year two such periods will suffice. In the second year of the two-year course one period a week should be devoted to theoretical grammar and composition. The grammar will be for the most part a final review. The every-day drill on the "practical" grammar, based on the reading

will, of course, be continued. For the composition work of this year it is not advisable to use one of the regular composition books, as the pupil is not yet ready for free composition; rather let the reproductive exercises as given in so many of the elementary reading texts take its place. Of course, this work cannot keep pace with the reading; two or possibly three such sets of reproductive exercises, depending on their length, will be ample for the year. In the class-room the same method as outlined above for the composition work of the first year should be followed.

Finally, the teacher should never forget that knowledge of grammar is not the end toward which he is striving, that it is after all but the stepping stone for a fuller and more perfect knowledge of the new language itself. In the class-room he should also keep ever in mind the words of Herman B. Boisen: "Mere knowledge of grammatical principles, however clear, does not in itself secure their constant and correct application; but exercise, frequently repeated and judiciously conducted, must render their application habitual and independent of the will. Mere *kennen* is thus matured into *können*."

3. Reading

The notion is quite generally current that for teacher and pupil alike the reading lesson in language-learning is a comparatively simple affair. For the old style translation method, varied only with the occasional reading aloud of the foreign text, this was very true. But today, when modern methods regard the reading as the most important phase of language work, about which all other instruction must be grouped, this is completely changed.

The first requirement imposed upon the modern language teacher today is that he be vigilant and alert. In the reading lesson this is *doubly* necessary. There is so much to be done, and the time is so short that every moment must be put to its full use. And this the class should be brought to feel,—no halting reading or translation should be allowed. If from the start a reasonably rapid gait is set, the pupils will soon learn to accustom themselves to it.

The most suitable beginning texts for the high school at pres-

ent are perhaps Seligmann's *Altes und Neues* and Müller and Wenckebach's *Glück Auf*. About 50* to 60 pages should be read during the first year.

In the second year a much larger selection is possible, for example, Storm's *Immensee* or, somewhat later, his *Geschichten aus der Tonne*; Blüthgen's *Das Peterle von Nürnberg*; Lohmeyer's *Der Geissbüt von Engelberg*; Grimm's *Märchen*; Hauff's *Tales* and *Das kalte Herz*; Leander's *Träumereien*; Frommel's *Eingeschnitten*; Wildenbruch's *Das edle Blut*; Gerstäcker's *Germelshausen*. For additional texts see appended list. Easy one-act plays by Benedix, Fulda, Wilhelmi, and numerous others. One of the first duties of the teacher of modern languages is to be continually on the watch for new and more suitable texts. The reading canon in the living languages is not so limited nor so clearly defined as is the case in Latin and Greek. Every year a considerable amount of new material is placed at the disposal of the teacher. The latest catalogues of the various publishing houses should always be at hand. In the two-year course a selection of separate texts will probably be found more satisfactory than one of the longer readers. From 125 to 150* pages of such simple prose should be read during the year.

It is quite customary during the second year to attempt *Tell* or some other of Schiller's dramas. While it would be far better to reserve this until toward the end of the third year, there are still important reasons why this practice should not be entirely discouraged in those schools which offer but two years of German. Of these doubtless the weightiest is the fact that the great majority of the pupils do not pursue their study of German beyond the high school course, and it does seem a pity that they do not have, before leaving, a taste at least of some of the best that German literature offers. On this account the reading of *Tell* is recommended during the last six or eight weeks of the second year. Not indeed the entire drama but certain characteristic or especially strong scenes and acts, the connecting links to be furnished by the teacher. This will necessarily cut down the amount of prose to some extent and will perhaps exclude any one-act comedy, a loss that is not greatly to be regretted, and a substitute for which will be proposed later on.

*Standard pages, 300 words to a page, are meant.

The teacher should not, however, attempt Schiller's *Der Neffe als Onkel*, a text that is apparently still employed to a very large extent. It is not fair to the greatest dramatist that Germany has produced that pupils should become acquainted with him merely as the translator of a French comedy. But even more important than this, there is nothing German about the play save the language. Just this element should be, as far as possible, the criterion in the selection of reading; the teacher should ask himself, is the atmosphere German, will the class in reading the text advance in its knowledge of Germany and the Germans, their manners, their customs, their distinctive civilization?

The method of using the text in class will be discussed very briefly, referring for more detail to the various books on method given below.

A. Translation

The ultimate end of all our work is that the pupil obtain complete comprehension of written and spoken German directly and not through the medium of English. But it would be a great waste of time, especially in the earlier stages of the work, to take no advantage of the knowledge which the pupil already possesses. Little or no translation might be advisable with young pupils in the seventh or eighth grades, if from seven to ten periods per week were to be devoted to German, but with the more mature pupils of the high school, giving at most but five periods a week to the language, the direct method is lacking in efficiency.

At the beginning we must insist upon translation, gradually, however, omitting the translation of especially easy and clear passages; in place of the translation asking a question or two in German to make sure that the passage is perfectly understood. It is scarcely possible that in the high school, surely not during the two-year course, we can completely eliminate translation with any degree of assurance. And even in fourth-year German, where the greater part of the assigned lesson need not generally be rendered into English, it will be wise if the teacher occasionally (and without previous announcement) devote the entire period to careful translation. Then, too, the occasional assignment of a short passage for written translation with special attention to the choice of words will be found extremely bene-

ficial. In the general oral work of the class much stress should not be laid upon too finished translation, rather upon clearness and accuracy; but under no circumstances should slipshod or incorrect English be allowed to pass.

It seems to be the almost universal practice to read first the German, then to translate. This should be reversed, first the translation for a complete understanding of the text, then, aided by this, as lively and expressive a reading in the foreign language as possible. In this way the last impression left in the mind is that of the German version. This should not be, however, passage for passage, each pupil reading aloud in the German what he has just translated,—except, perhaps, in the early, rather incoherent work. Later this reading aloud should be a continuous exercise following the translation. In the case of a drama it will be found very stimulating if, as a final touch, certain lively scenes are read with assigned parts.

B. Intensive Reading

Beginning with almost the first reading assignment, a certain amount, scarcely ever to exceed five lines, should be assigned for intensive preparation. On this passage the pupil should be prepared to answer, with books closed, any question on any word or phrase (that is, of course, as far as his grammatical knowledge has advanced; he should not be expected to anticipate chapters in the grammar before they have been discussed in class). How such a passage may be treated by a clever teacher is well illustrated in the *Report of the Committee of Twelve*, pp. 60-62. The value of such intensive work in increasing the pupil's vocabulary and sense of security in using the language cannot be over-estimated. It will do no harm if the student commits the passage to memory, but in this case the teacher should see to it that it is not mere parrot-like memorizing, but that the pupil be able to make use of the words and phrases in the most varied connections.

Such intensive work should continue during the entire course, whether it be two years or four, increasing, of course, in difficulty as the knowledge of the pupil grows. The passages to be assigned should not be chosen at haphazard by the teacher, *e. g.*, the first five lines of each lesson. They should be very carefully selected, as these passages should form the basis for much oral

work, at the same time affording the teacher an excellent opportunity for a rapid review of many chapters of the grammar. It is often distinctly advantageous to assign passages toward the middle of the reading lesson, for the complete change of treatment at once attracts the interest and arouses any flagging attention. But we must be sparing of our time, five or at most ten minutes of rapid work here should suffice.

C. Oral Exercises

The importance of the spoken word is today fully recognized. We realize that the ear as well as the eye must be trained. For this oral exercises of various kinds are necessary. Here the teacher must especially have in mind the necessity of continual repetition. It is one thing to recognize a word on a printed page, but quite another to catch the same word when spoken by another person, and most difficult of all to make independent oral use of the word. Even in one's native language the reading vocabulary far outnumbers the speaking or active vocabulary; how much more is this true in learning a foreign tongue. Hence the importance of all oral exercises, when the pupil not only hears the language spoken, but is obliged to use it himself.

As perhaps the most important of this oral work we may consider the conversational exercises based upon the reading. Considerable question and answer work is provided for by the intensive reading, discussion of which after the first few weeks, should be in German. And let the teacher be very strict in requiring complete sentences from the pupil in his answers.

At first these questions must be very simple and direct, generally containing the answer in the words used. It will be found very helpful if, at the start, the pupil be required to repeat the question. Gradually, however, as the pupil's vocabulary and ability to speak grow, the answers should become more and more independent.

It may also be helpful at the opening of the period to put German questions on the review lesson or a portion of it. At first let the pupils keep the books open when answering, but this crutch should not be retained too long. If the exercise is expected, they will be soon be able to prepare for it. Here too, there is danger of losing too much time. In five minutes of rapid, energetic work, a remarkably large number of questions

may be asked and answered if they have been carefully thought out in advance by the teacher, who ought never to rely in this work upon the inspiration of the moment. Such procedure aids greatly in developing a German atmosphere in the class. Many teachers believe that they are not sufficiently at home in German to attempt these oral exercises, but if the questions are carefully planned out in advance the task is not a difficult one. It is surprising how many questions may be asked on a sentence of five or six words.

An occasional digression from the usual routine may be obtained by introducing the various objects in the rooms, or the various activities of the pupils in the form of brief conversations; more than what is here outlined can, however, scarcely be attempted in a two-year course without neglecting other more important tasks.

Another great help in training the ear will be found in dictation, a very important exercise that has a recognized place in all language instruction in Germany, but which is almost neglected with us. Especially at the outset frequent exercises in dictation should be given, at first perhaps twice a week for not more than ten minutes of the period. But do not expect beginners to be able to write with any accuracy passages that they have never seen. Only such passages should be used as have already been studied, although slight variations from the prepared text may gradually be introduced. After the first few weeks the frequency of these exercises, which of course mean additional work for the teacher, may be materially lessened; dictation once a week or once in every two weeks will suffice. But even in the second year an occasional exercise in dictation will be found profitable.

Every day the teacher should make it a point to read aloud to the class a short paragraph or two from the regular assignment, in order that the pupils may become accustomed to hearing correct German read naturally.

D. Vocabulary

The increase of vocabulary, both of the reading and of the speaking vocabulary, is the first essential for advancement in all language-learning. Much that has already been outlined, especially the intensive reading and the oral work, are distinct aids in this.

Some of the pupils, however, will still find great difficulty in acquiring a working vocabulary. For these it is well to recommend that, when preparing the home assignments, they jot down each day in a separate note-book some ten new words with English equivalents opposite. Let these be carefully studied, first the English column covered, then the German. On no account should the English translation be written in the text. While not perhaps actual dishonesty, if done with the knowledge of the teacher, it encourages hasty and careless preparation, and continually puts off the day when the pupils shall walk alone.

The teacher should also be constantly on the watch for common colloquial expressions in the reading, which teacher and pupil alike should carefully keep in note-books and which through frequent use should become part and parcel of the pupil's mental outfit. If from the outset this practice is pursued, and from five to ten words or phrases assimilated with each review lesson the result by the end of the second year will be considerable. It goes without saying that these note-books should accompany the pupil also through the third and fourth years if the longer course be given.

Other aids in increasing the pupil's vocabulary are the systematic grouping together of words logically connected, or related by derivation, and the use of synonyms. With these last the teacher, however, should proceed, especially in the two-year course, very cautiously so as to avoid the introduction of rare and useless ballast.

E. Memorizing

Memory work should be done from the very start and continued throughout the course. In fact, no week ought to pass without some proverbs, a short poem, or parts of a longer one having been committed to memory.

The attention of the teachers is called to the little volume edited by Messrs. Roedder and Purin of the University of Wisconsin. (Heath & Co. See list of High School Texts.) It contains graded materials for memory work in the first, second, and third years of high school.

F. Sight Reading

In a two-year course as here described but very little time will be left for sight reading, but an occasional ten or fifteen minutes

every two weeks devoted to this will be found a pleasing break in the routine. Here, perhaps best, the pupil perceives his own advance and is encouraged to further efforts. His attention is doubled and a certain amount of cautious and legitimate guessing proves very beneficial. In such an exercise we should first read the German text; to save time the teacher may do this himself, then let one pupil do the translation and another give a final reading of the German.

4. Results

By the end of the second year the pupil should be able to translate a piece of simple prose without previous preparation; he should be quite at home in the elementary facts of the grammar, *e. g.*, the inflections of the more frequent nouns and verbs, the declension of the adjective, etc. He should be able to put into German sentences based upon the passage read or simple sentences illustrating various points of the grammar. He should be able to answer in fairly correct German simple German questions on the content of what he has translated.

II

THE THREE- AND FOUR-YEAR COURSE

We are too often inclined to regard the longer high school course in German simply as a continuation of the shorter, to look upon it merely as additional time in which a dozen or so more German texts, of varying degrees of difficulty may be translated. Far too often this is all that is attempted.

There are, however, in this longer course certain distinct differences which should be emphasized, certain opportunities which the teacher should be very loath to neglect. The increase of time will afford possibilities for a wider range of work in all directions. The advance in the extent of the ground covered may well become somewhat slower and more intensive, but on no account should the energy and vigor of teacher or pupil be relaxed.

1. Grammar and Written Work

The work of the first two years should proceed along the same lines as in the two-year course. With the third year a systematic study of elementary German syntax should be commenced, one hour a week during the third and fourth years being devoted to this and suitable composition work. The teacher meets here the most difficult task of the entire course. As yet no work on German syntax has been published that is sufficiently simple and concise to be placed in the hands of the class. Not even the second and third parts of the larger grammars are adapted to the purpose. But from these and from von Jagemann's *Elements of German Syntax*, Henry Holt & Co., the teacher is obliged to arrange the material himself and present it to the class as best he may. At the opening of each year a definite plan of battle should be sketched.

With each succeeding class the arrangement of the material must be somewhat changed to meet its special difficulties. The illustrative examples should be many and varied. In addition to those given in the grammar numerous examples taken from the most modern writers will be found in Curme's *Grammar of the German Language*, Macmillan, 1905, which should be in the hands of every teacher in charge of a four-year course.

As in the two-year course, the every-day review of the "practical" grammar should be conducted in German, and the scope of the work gradually enlarged, but that this more advanced work of the third and fourth years in syntax should be conducted in German is out of the question, even if we had teachers suitably prepared. The difficulties to be encountered are sufficient even when the mother-tongue is used.

The use of the script is another moot point. In especially German communities where the pupil will find opportunity for the practical use of this, it is surely advisable and should be started in the second year and continued during the third and fourth years of the course. Otherwise, considering the difficulties attendant upon learning the script and the poor results attained in the large majority of cases, it is ill-advised for the language teacher to become for so long a period of time as is undoubtedly necessary to reach even satisfactory results, the writing master. That the script is still to a very great extent in

use in Germany every two-year class should know. Sufficient acquaintance with it, however, may be obtained if the teacher use the script in writing on the blackboard, of course introducing it gradually, and if he encourages German pupils who have learned it well at home or in German schools, to do the same.

For the composition work of the third year, additional to, or in substitution for, what is offered in the grammar, the use of reproductive exercises as given in so many reading texts is again advised. In addition to this the teacher may assign some incident in the reading for free reproduction in the pupil's own words. Here, however, much care is necessary. Such an exercise ought never to be assigned until the episode has been made the basis of a conversational exercise in class. Otherwise the result will be either a too slavish imitation of the text on the part of the laggards of the class or an attempt at what is linguistically far beyond them on the part of the more ambitious.

In the fourth year one of the regular composition books, as Pope, Wesselhoeft, Harris, von Jagemann, or Poll, may be introduced. Occasional letters may be called for, written on some topic of interest to the pupils. But emphasize here the importance of simplicity and directness of statement. The more or less technical expressions which such a letter will require should be furnished by the teacher. With an especially wide-awake and live class character sketches taken from the reading might be occasionally attempted, but here, too, the teacher should pave the way and give suggestions for the pupils to carry out.

2. Reading

If even in the two-year course we recognize the study of suitable German texts as the center of all language learning, how much more is this true in a longer course. And yet one often finds that where the elementary work is vigorously and attractively presented the more advanced classes are literally "dry-as-dust."

Why is this? Simply because pedagogical writers have thus far paid too little attention to the most suitable methods for this grade of work. Many suggestions have been offered the teacher for the elementary work, suggestions that have been well applied, but for the more advanced we are still content with the old-time routine of little reading and much translation. Pupils,

who at the end of the second year have acquired considerable facility in expressing themselves in the foreign tongue, have at the completion of the fourth almost totally forgotten that there is such a thing as a living German language.

How are we to remedy this? The reading canon for the longer course during the first two years remains pretty much the same as that of the shorter, save, of course, that here the *Wilhelm Tell* would be relegated to its proper and logical place in the third year. A German Reader might well be introduced into the second year, taking the place of individual texts, but as yet, though many that are perhaps as serviceable as these separate texts, are on the market, the ideal Reader, which shall secure a permanent position in the reading canon of the four-year high school course, has not appeared.

The first essential for the selection of reading material for the third and fourth years is again that it be such as will increase the pupil's knowledge and appreciation of Germany and the Germans.

Texts suitable for third year's work will be found in the appended list.

During the year approximately 250* pages should be read. Beginning with the second half-year private reading (from five to eight pages a week) should be assigned. This must naturally be simple prose, and of a sufficiently interesting character to attract the pupils. Suitable texts may readily be selected from those adapted to the class work of the second year. About every two weeks, either orally or in writing, tests covering the private reading should be held.

As first text for the fourth year Goethe's *Hermann und Dorothea* may be chosen. Then a drama as Lessing's *Minna von Barnhelm*, Kleist's *Prinz Friedrich von Homburg*, or Hebbel's *Ágnes Bernauer*. In the second semester first an historical or psychological novel in abridged form, as Scheffel's *Ekkehard*, Keller's *Romeo und Julia auf dem Dorfe*, Ebner-Eschenbach's *Die Freiherren von Gemperlein*, or Lotti, *die-Uhrmacherin*, then Goethe's *Egmont or Götz*. At some period during the year place should be found for a book on Germany and its people. Kron's *German Daily Life*, while a very useful *Fundgrube* from which the teacher may now and then select chapters for the conversational exercises, is not adapted to regular class work—the stu-

* Standard pages, 300 words to a page.

dents would find it too much a "catalogue of ships." Much more serviceable will be found Schweitzer's *Deutsches Lesebuch mit Sprechübungen, für Quarta und Tertia*. Librairie Armand Colin, Paris. A *Rundreise* is here made through Germany and all the more important cities are visited. The abundance of folk-lore which is offered gives ample material for conversation. In addition the book is very fully illustrated. Other books of a somewhat similar nature are the two volumes of Menck Stern, *Geschichten von Rhein* and *Geschichten von deutschen Städten*. For the private reading the class will now be sufficiently advanced to read an historical novel, such as Hauff's *Lichtenstein*. During the year about 350* pages should be read in class, and approximately 150 pages in private. Furthermore, every school library should contain a goodly supply of interesting reading material, which the more advanced and enterprising pupils should be encouraged to read.

In treating this more advanced reading, especially the classics, we should endeavor as far as possible to make the class forget that it is a foreign language they are studying. If in the second year German has been more and more used in the routine work of the class-room, by the third and fourth it will be perfectly familiar and taken as a matter of course. Only the more difficult passages need now be fully translated, and, in the case of the famous monologues or especially beautiful lines it will be helpful, after they have been explained, if the teacher occasionally read to the class from a good English rendering, following this perhaps by a reading of the German, the class listening with books closed.

The classics should be treated much as we should treat an English classic, the setting of the work carefully portrayed, with a brief sketch of the life of the author, his relations to his time, and his place in the world of literature. This need by no means all be done before the reading is begun, but should accompany it. Oftentimes a critical introduction can only be properly appreciated when the work has been completed. When an act of a drama or chapter of a novel has been finished the teacher should sum up the action to keep the class alive to what is to follow. A play, that when presented takes but about three hours, will occupy the pupil for three months, hence every nerve must be strained to sustain the interest to the end and retain the vari-

* Standard pages, 300 words to a page.

ous lines of action so that they will ever be before the class. When an especially lively or interesting scene has been explained, assign the roles, drill the pupils selected in private and then let them read before the class with all the life and action possible.

It is certainly not advisable, even with the fourth year pupils, that literary discussions be conducted in German. A definite course in the use of German and English in the class should here be followed. The every-day work in the reading lesson should be conducted in German and the broader questions avoided. For these, five or ten minutes each period, or a full period every two or three weeks should be reserved when they would come naturally with the assigned review of certain acts or chapters of the reading. In reviewing these talks, however, to see that the class has fully comprehended, the teacher may well put some of the simple questions in German. In this way the dullness of twice covering the same ground will be somewhat lessened.

It is quite out of the question to attempt in the high school a systematic course in German literature, but as a number of the classics are read, it will surely be in place that occasional talks be given on German life and literature in the latter half of the eighteenth century. One period about every three weeks during the fourth year might wisely be devoted to such discussions in addition to the explanations given in more direct connection with the reading. The names Goethe and Schiller should surely mean more to the pupils than *Hermann und Dorothea* and *Tell*.

In reading the classical dramas or lyrics the teacher should not fail to discuss the more elementary facts of meter and rhythm. With pupils who are studying Latin it will be well to explain the fundamental differences of the Latin and German (or English) metrical systems. Most pupils pass through the high school without being able to distinguish the simplest and most common metrical schemes.

A. Oral Exercises

The conversational and other oral exercises, especially in connection with the reading, as outlined for the two-year's course will be continued, although they may be to advantage somewhat widened in scope. Hölzel's pictures may well be used in class—even introduced in the first year, also a modest beginning in some of the "series" of the Gouin method as suggested by Bag-

ster-Collins in his chapter on *Speaking*. More stress may be laid upon the relations of English and German, as also upon word-building. Emphasizing the use of synonyms or words of opposite meaning, care being exercised that no unusual or useless words be introduced, will also be found very helpful in developing the active speaking vocabulary.

3. Results

By the end of the fourth year the pupil should be able to read at sight any passage of German, which does not contain special or technical difficulties. He should be conversant with the more advanced grammatical phenomena, and should be able to use fairly correct German in discussing, either orally or in writing, the simpler aspects of daily life or his reading.

III

THE TEACHER

Modern methods of language learning impose heavy burdens upon the teacher. Special training is demanded and great is the call upon his mental versatility. The time is, or at any rate should be, past where any and every one may teach, where teaching may be regarded merely as the stepping-stone to the future profession. The need is for earnest men and women, who are willing to give the best years of their lives to the training of young minds. And more than this, they must be imbued with a sincere love for the subject they are teaching. There is nothing so contagious as enthusiasm, and an enthusiastic teacher will readily impart some of his love and enthusiasm to the class. Such a teacher will attain results which would be quite impossible for the "dry-as-dust" scholar.

An admirable means for arousing enthusiasm is by forming in the school a *Deutscher Verein* even though on a very small and modest scale. Some very successful experiments of this kind have of late been made in our Wisconsin schools. Let the club be regularly organized with students in charge, make them feel

that it is a club and not another school duty, if desired even have a suitable pin or button designed. For each weekly meeting let a program be arranged under the direction of the teacher. The program would contain the singing of German songs—in the *Deutsches Liederbuch für Amerikanische Studenten*, Heath & Co., Boston, ample material is offered—the recitation of poems, and the reading of suitable one-act comedies with assigned roles. Once or twice a year a lecturer might be secured, but as the crowning feature of the year a public presentation of a German play should be given. There should be a very small, nominal membership-fee, and for the public play an admission-fee should be asked, and the funds thus secured may go toward the up-building of a club library, or the purchasing of pictures, stereopticon slides, etc. To manage successfully such an organization doubtless means a very large amount of extra work for the teacher, but I am confident that he will be more than repaid by the increased interest and enthusiasm of the pupils.

IV

REFERENCE LIBRARY FOR TEACHER AND SCHOOL

Certain tools are necessary in every trade and with the teacher his most important ones are contained in his library. The minimum list submitted below is purposely very short, only such books of reference being included as should be of almost daily use. No lists of authors or collections are given; here each should have free scope for his own inclinations.

To aid the teacher in making the best selection, where but a limited sum of money is available, some few of these books, which should be procured first, have been placed on the minimum list. The most desirable works on the supplementary list have been starred.

REFERENCE BOOKS FOR TEACHER AND SCHOOL

Methods

Minimum List

Bagster-Collins. <i>The Teaching of German in Secondary Schools.</i> Columbia Univ. Press, Lemcke & Büchner, New York	\$1 25
Evans-Purin. <i>The High School Course in German.</i> Bulletin of the Univ. of Wisconsin.....	
<i>Report of the Committee of Twelve.</i> Heath & Co.....	16
Rippmann, W. <i>Hints on Teaching German.</i> Dent & Co., London	60
Walter, Max. <i>Die Reform des neusprachlichen Unterrichts.</i> Marburg	15
Walter, Max. <i>Zur Methodik des neusprachlichen Unterrichts.</i> Berlin, Leipzig, Elwert	60

Advised Supplementary List

*Bahlsen. <i>The Teaching of Modern Languages.</i> Ginn & Co.	50
Brebner, Mary. <i>The Method of Teaching Modern Languages in Germany...</i> Cambridge Univ. Press, Putnam's Sons, New York	80
Brereton, Cloudesley. <i>The Teaching of Modern Languages.</i> London, Blackie & Sons.....	25
Breul, Karl. <i>The Teaching of Modern Languages and the Training of Teachers.</i> Cambridge Univ. Press, Putnam's Sons, New York	80
*Brown, J. E. <i>The Training of Teachers for Secondary Schools in Germany and the United States.</i> Mac-Millan, New York, 1911.....	1 25
Elliott, A. Marshall and others. <i>Methods of Teaching Modern Languages.</i> Heath	90
Kron. <i>Die Methode.</i> Gouin Marburg	85
Russell. <i>German Higher Schools. The History, Organization, and Methods of Secondary Education in Germany.</i> Longmans, Green & Co.....	2 50
Sweet, Henry. <i>The Practical Study of Languages.</i> Holt	1 50

Walter, Max. <i>Englisch nach dem Frankfurter Reformplan</i>	1 00
Walter, Max. <i>Der Gebrauch der Fremdsprache bei der Lektüre</i>	20

Grammars

Minimum List

Elster. <i>Methodischer Leitfaden der deutschen Interpunktionslehre</i> . Magdeburg, '01.....	25
Thomas. <i>German Grammar</i> . Holt & Co.....	1 00
Krause-Nerger. <i>Deutsche Grammatik für Ausländer</i> Breslau, Kern. '08	1 20

Advised Supplementary List

*Curme. <i>A Grammar of the German Language</i> . The Mac-Millan Co., '05	3 50
Wilmanns. <i>Deutsche Schulgrammatik</i> . Two Parts. Berlin, Weidmann	50
Heyse-Lyon. <i>Deutsche Grammatik oder Lehrbuch der deutschen Sprache</i> . Hahn, H.	1 30

Language, Etc.

Minimum List

Lyon, Otto. <i>Abriss der deutschen Poetik</i> . '07. Leipzig, Teubner	25
Weise. <i>Unsere Muttersprache, ihr Werden und ihr Wesen</i> . Leipzig	65

Advised Supplementary List

Behaghel. <i>Die deutsche Sprache</i> . Leipsig, '07.....	\$1 00
Borinski. <i>Deutsche Poetik</i> . Sammlung Göschen No. 40. '98	25
Feist. <i>Die deutsche Sprache</i> . Stuttgart, Lehmann. '06	50

Phonetics

Minimum List

Rippmann, W. <i>Elements of Phonetics</i> . Dent, London	\$ 60
Siebs, Th. <i>Die deutsche Bühnenaussprache</i> . Berlin, Ahn.	60
Vietor. <i>Die Aussprache des Schriftdeutschen</i> . Leipzig, Reissland	50
(Also in English)	

Advised Supplementary List

Jespersen. <i>Lehrbuch der Phonetik</i> . Leipzig, Teubner.	
'05	1 00
Klinghardt, H. <i>Artikulations=und Hörübungen</i> . Cöthen,	
Schulze	1 15
*Michaelis. <i>Abriss der deutschen Lautkunde</i> . Leipzig.	
Haberland, '06.....	25
Passy. <i>Pétite Phonétique Comparée</i> . Leipzig, Teubner,	
'06	75
Sievers. <i>Grundzüge der Phonetik</i> . Leipzig, '01.....	1 75
*Sütterlin. <i>Deutsche Lautkunde</i> , Leipzig, Teubner....	25
Sweet, H. <i>A Primer of Phonetics</i> . London, '90. Mac-	
Millan	90
*Viotor. <i>Elemente der Phonetik</i> . Leipzig, '04.....	1 25
Hempl. <i>German Orthography and Phonology</i> . Pt. I.	
Ginn & Co., 1897.....	2 00

On Germany and the Germans*Minimum List*

Henderson. <i>Short History of Germany</i> . MacMillan, '02	4 00
Jiriczek. <i>Northern Legends</i> . Translated from the Ger-	
man. MacMillan, '02.....	40
Kürschner. <i>Das ist des Deutschen Vaterland</i> . Berlin..	3 00
Wustmann, Rud. <i>Deutsche Geschichte im Grundriss von</i>	
<i>Anfang bis zur Mitte des 17. Jahrhunderts</i> . Ross-	
berg, Leipzig, '02	50
Wustmann, Rud. <i>Anhang zur "Deutschen Geschichte im</i>	
<i>Grundriss," seit der Gründung des Reiches</i> . Ross-	
berg, Leipzig, '03.....	15

Advised Supplementary List

*Dawson, W. H. <i>Evolution of Modern Germany</i> , 1908	
Scribner's	\$4 00
Guerber. <i>Myths of Northern Lands</i> . Am. Bk. Co.....	1 50
Günther, R. <i>Deutsche Kulturgeschichte</i> . Sammlung	
Göschel No. 56. Leipzig, '07.....	15
Heyk, Ed. <i>Deutsche Geschichte</i> . 3 Vols. Leipzig, '05,	
Velh. u. Klasing	\$11 00
Klee, G. <i>Die alten Deutschen</i> . Bertelsmann, Gütersloch,	
'03	65

Klee, G. <i>Deutsche Heldensagen</i> . Leipzig, Liebisch....	50
Müller, David. <i>Geschichte d. d. Volkes</i> . 16th ed. Berlin, Vahlen	1 25
Preuschen, Erwin. <i>Deutschland im Spiegel seiner Geschichte</i> . Reutlingen, Enslin-Leiblin	4 25

History of German Literature

Biographies and Monographs

Minimum List

Bellermann, L. <i>Schiller</i> . Leipzig, Seemann, '01.....	\$1 00
Hosmer. <i>Short History of German Literature</i> (Suggestive, likely to create interest.) Scribner's.....	2 00
Kluge. <i>Grundzüge der deutschen Literaturgeschichte</i> . Berlin, '04	50
Lewes. <i>The Story of Goethe's Life</i> . Houghton, Mifflin & Co.	About 1 25
Rolleston. <i>Lessing</i> . In "Great Writers Series." Scribner's	1 00

Advised Supplementary List

Bielschowsky. <i>Goethe</i> . München, Beck. '02.....	\$3 50
*Biese, Alfred. <i>Deutsche Literaturgeschichte</i> . München, Beck, '09	7 50
Francke, Kuno. <i>History of German Lit. Social Forces in German Lit.</i> Holt	2 50
Kummer, Fr. <i>Deutsche Literaturgeschichte des 19. Jh.</i> Dresden, Reissner, '09	3 00
Lewes. <i>Life of Goethe</i> . Scribner.....	6 40
Meyer, R. M. <i>Grundriss der neueren deutschen Litg.</i> Berlin, Bondi, '07	1 25
Nollen. <i>Chronology and Practical Bibliography of Modern German Literature</i> . Scott, Foresman. '03....	1 00
*Robertson. <i>History of German Literature</i> . Putnam...	3 50
Sime. <i>Schiller</i> . In "Foreign Classics for English Readers." London, 82	25
Sime. <i>Goethe</i> . In "Great Writers Series." Scribner's..	1 00
Scherer. <i>History of German Lit.</i> (Also in German)..	2 50
Thomas, Calvin. <i>A History of German Lit.</i> In "Lit. of the World." Appleton, '09	1 50

Thomas, Calvin. <i>Schiller's Life and Works</i> . Students' Ed. Holt	1 50
Vilmar. <i>Deutsche Literaturgeschichte</i>	1 50
Vogt und Koch. <i>Geschichte der deutschen Lit.</i> Bibliogr. Instit. Leipzig, '10.....	4 00
*Witkowski, G. <i>Das deutsche Drama des 19. Jh.</i> Leipzig, Teubner, '96	35
Witkowski, G. <i>Goethe</i>	1 25

Lyrics and Ballads

Minimum List

Benzmann, Hans. <i>Moderne deutsche Lyrik. Mit einer literargeschichtlichen Einleitung und biographischen Notizen</i> . 2. Auflage. Leipzig, Reclam.....	40
Klenze. <i>Deutsche Gedichte</i> . Holt, '10.....	\$ 90

Advised Supplementary List

*Avenarius. <i>Hausbuch der deutschen Lyrik</i> . Illustrated	90
* <i>Deutsches Liederbuch</i> . Germanistische Gesellschaft der Universität Wisconsin. Heath	65
<i>Deutscher Balladenborn</i> . Berlin, Fischer, und Fraanke	50
Fiedler, H. G. <i>Das Oxford Buch deutscher Dichtung vom 12 bis zum 20 Jh.</i> Mit einem Geleitwort von Gerhart Hauptmann. Oxford, '11.....	2 00
<i>Lieder und Bilder für jung und alt</i> . Kölner Jugendschriften-Ausschuss	50
Lyon, Otto. <i>Auswahl deutscher Gedichte</i> . Berlin und Leipzig, Bielefeld, '10	65
Urban, Erich. <i>Das deutsche Lied</i> . Berlin, Ulstein.....	75
Wenckebach. <i>Die schönsten deutschen Lieder</i> . Holt..	1 25
Wolf. <i>Poetischer Hausschatz</i> . Leipzig, o. J.....	1 50

Collected Works

Minimum List

Alt. <i>Goethes Werke</i> . (Goldene Klassiker Bibliothek). Berlin, Bong	\$1 50
Kutscher. <i>Schillers Werke</i> . (Goldene Klassiker Bibliothek) Berlin, Bong.....	\$1 50

Advised Supplementary List

Bellermann. <i>Schillers gesammelte Werke.</i> Leipzig, Bibl. Instit.	\$7 00
Heinemann. <i>Goethes ges. W. die ersten 15 Bde.</i> Leipzig, Bibl. Instit.	7 25

Maps and Charts

Periodicals

Minimum List

Kiepert. <i>Map of Europe.</i> Rand, MacNally, Chicago...	\$7 00
Könnecke. <i>Bilderatlas, Kleine, Ausgabe.</i> Marburg, Elwert	1 25
Vietor. <i>Lauttafel</i> (On Rollers.) Marburg, 03	60
Hölzel. <i>Wandbilder</i> (On cloth with rollers) NN 1 and 8. Wien, Hölzel, each	1 75
* <i>Monatshefte für deutsche Sprache und Pädagogik.</i> 558- 568 Broadway, Milwaukee. Annual Subscription...	1 50

Advised Supplementary List

<i>Die Woche.</i> Illustrated Weekly. Berlin, Scherl, about..	6 00
Hölzel. <i>Wandbilder.</i> No. 1-8. (on cloth with rollers); No. 1-4, <i>Die vier Jahreszeiten</i> ... No. 5, <i>Der Bauernhof</i> No. 6, <i>Im Gebirge</i>	
No. 7, <i>Der Wald</i>	
No. 8, <i>Die Stadt.</i> Wien, Hölzel each	\$1 75
Kiepert. <i>Map of Germany.</i> (On cloth with rollers.) Rand, MacNally	7 00
Perthes. <i>Taschenatlas.</i> 24 Karten. Gotha, Perthes...	50
Perthes. <i>Wandbilder.</i> Gotha, Perthes	
<i>Portraits of Goethe, Schiller, Lessing, Luther, Bismarck, Emperor William II, etc.</i> For catalogues and general information regarding photographs, landscapes, works of architecture, etc., write to (a) Lemcke & Büchner, 11 E. 17th St., N. Y., or (b) C. E. Stechert, 9 E. 16th St., N. Y., or (c) Geo. Brumder, Germania Bldg., Milwaukee.	

Seelig. <i>Methodisch geordnetes englisches Vokabularium zu den Hölzelschen Wandbildern.</i> (Teacher's Guide in the use of pictures). Bromberg	20
Wallenstein. <i>Übungen für die deutsche Sprechstunde,</i> Giessen Emil Roth. (Teacher's guide in the use of pictures)	20
<i>Velhagen und Klasings Monatshefte.</i> About 6.00 annually.	

Dictionaries and Lexicons

Minimum List

Brockhaus. <i>Kleines Konversationslexikon.</i> 2 Vols. Leipzig	\$6 00
Flügel-Schmidt-Tanger. <i>German-English and English-German Dictionary.</i> Braunschweig. Westermann	3 25
Heath. <i>German-English and English-German Dictionary</i>	1 50
Vietor. <i>Deutsches Aussprachewörterbuch.</i> Leipzig, Reissland	
Vogel. <i>Deutsches Nachschlagebuch.</i> Berlin, Langenscheidt	75

Advised Supplementary List

Brockhaus. <i>Konversationslexikon.</i> 17 Vols. Leipzig.	About \$30 00
*Duden. <i>Orthographisches Wörterbuch der deutschen Sprache.</i> Leipzig	40
Kluge. <i>Etymologisches Wörterbuch.</i> Strassburg, '99..	2 50
Muret-Sanders. <i>German-English and English-German Dictionary</i>	3 00
Paul. <i>Deutsches Wörterbuch.</i> Halle, Niemeyer.....	2 50

HIGH SCHOOL TEXTS IN GERMAN

Grammars

Prokosch. <i>Beginners' German.</i> Holt.....	\$1 00
Spanhoofd. <i>Lehrbuch der deutschen Sprache.</i> Heath..	1 00
Vos. <i>Essentials of German.</i> Holt	90
Collar. <i>First Year German.</i> Ginn	1 00
Walter-Krause. <i>Beginners' German.</i> Scribner's Sons. (Requires a skillful teacher having a good command of German.) The grammar is based on the "Direct Method.")	

Becker-Rhoades. <i>Elements of German.</i> Scott, Foresman & Co.	1 00
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Texts

First Year

Seeligmann. <i>Alles und Neues.</i> Ginn	\$ 25
Müller und Wenckebach. <i>Glück Auf.</i> Ginn.	60
Stoltze. <i>Bunte Geschichten.</i> Am. Bk. Co.	30
Guerber. <i>Märchen und Erzählungen.</i> Vol. I. Heath..	60
Grimm. <i>Märchen.</i> Heath. (Also edited by Allyn & Bacon, Holt, etc.)	45
Hewitt. <i>German Reader.</i> Contains "Immensee." (For first and second year.)	
Roedder & Purin. <i>Deutsche Gedichte und Lieder.</i> Selected and graded German lyrics and ballads for first, second, and third year high school work. Heath. (Ready in fall, 1912.)	

Second Year

Volkman. <i>Kleine Geschichten.</i> Heath	30
Hillern. <i>Höher als die Kirche.</i> Heath, Ginn, Holt....	30
Arnold. <i>Fritz auf dem Lande.</i> Merrill or Heath.....	30
Storm. <i>Immensee.</i> Several editions	About 30
<i>Immensee</i> (Storm). <i>Germelshausen</i> (Gerstaacker), <i>Lindenbaum</i> (Seidel.) Scott, Foresman. Contains "Fragen" and exercises for grammar review.....	50
Echstruth. <i>Hundert Schimmel.</i> Sammlung "Aus Herz u. Welt." Heath	25
Blüthgen. <i>Das Peterle von Nürnberg.</i> Contains reproductive exercises. Heath	30
Baumbach. <i>Nicotiana und andere Geschichten.</i> Heath	30
Frommel. <i>Eingeschneit.</i> Heath	30
Lohmeyer. <i>Der Geissbub von Engelberg.</i> Heath.....	40
Betz. <i>Deutscher Humor.</i> Heath	40
Easy one-act plays by Benedix, Wilhelmi, Fulda, and others.	

Lyrics and ballads (See first year.)

Third Year

Wildenbruch. <i>Das edle Blut.</i> Am. Bk. Co., Allyn and Bacon, Holt	30
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Zschocke. <i>Der zerbrochene Krug.</i> Am. Bk. Co., Ginn..	25
Storm. <i>Geschichten aus der Tonne.</i> Heath, Ginn....	40
Hoffmann. <i>Meister Martin der Kufner und seine Gesellen.</i> Holt	40
Storm. <i>In St. Jürgen.</i> Heath	30
Riehl. <i>Die vierzehn Nothelfer.</i> Am. Bk. Co., Ginn, etc.	30
Riehl. <i>Burg Neideck.</i> Heath, Ginn, Holt.....	35
Seidel. <i>Aus goldenen Tagen.</i> Heath	30
Rossegger. <i>Der Lex von Gutenhag.</i> Heath. (Reproductive exercises)	40
Schrakamp. <i>Ernstes und Heiteres.</i> Am. Bk. Co.	40
Eichendorff. <i>Taugenichts.</i> Holt	40
Hauff. <i>Das kalte Herz.</i> Heath	40
Scheffel. <i>Audifax und Hadumoth.</i> Am. Bk. Co.	60
Schiller. <i>Wilhelm Tell.</i> Several editions.	
Bernhardt. <i>Prose Composition.</i> Ginn.	90
<i>Lyrics and ballads.</i> (See first year.)	

Fourth Year

Storm. <i>Polc Poppenspüler.</i> Heath	40
Freytag. <i>Die Journalisten.</i> Ginn	45
Ebner-Eschenbach. <i>Die Freiherren von Gemperlein</i> Heath	30
Chamisso. <i>Peter Schlemihl.</i> Heath, Holt.....	25
Raabe. <i>Else von der Tanne.</i> Oxford University Press	
Stern. <i>Geschichten vom Rhein.</i> Am. Bk. Co.	85
Keller. <i>Kleiden machen Leute.</i> Heath	35
Hein. <i>Auswahl deutscher Prosa der Gegenwart.</i> Oxford University Press, N. Y.	90
Keller. <i>Das Fähnlein der sieben Aufrechten.</i> Heath...	40
Freytag. <i>Das Nest der Zaunkönige.</i> Heath.....	65
Meyer. <i>Der Schuss von der Kanzel.</i> Ginn.....	35
Dahn. <i>Ein Kampf um Rom.</i> Heath.....	55
Sudermann. <i>Frau Sorge.</i> Heath.....	90
Hauff. <i>Lichtenstein.</i> Holt, Heath	80
Goethe. <i>Hermann und Dorothea.</i> Am. Bk. Co., Heath, etc.	60
Scheffel. <i>Der Trompeter von Säckingen.</i> Ginn.....	35
Scheffel. <i>Ekkehard.</i> Heath, Holt	55

Schweitzer-Simonnot. *Deutsches Lesebuch für Quarta und Tertia*. Librairie Armand Colin. Paris..... \$1 10

One of the classical dramas, such as *Goetz, Jungfrau, Maria Stuart, Minna von Barnhelm, Harold, Agnes Bernauer*.

Lyrics and Ballads (See appended list of reference works.)

NOTE:—The list of available German Grammars being a very extensive one, it was considered advisable to limit the selection to six.

It should also be noted that in a number of instances there are several editions of the texts on this list in existence. Teachers are advised to give each one a thorough examination in order to select the one best adapted to their needs and purposes.

These two lists are indeed very short, representing the minimum amount of apparatus for successful work in the teaching of German. More extended information embracing also German literature may be found in Nollen's *Chronology*, included in the above list, in Breul's, *A Handy Bibliographical Guide to the Study of the German Language and Literature for the Use of Students and Teachers of German*, Hachette & Co., 1895. (2s 6d.), or in an article by Breul in "Modern Language Quarterly" for November 1897, *The Reference Library of a School Teacher of German*, which is included in revised form in Breul's *The Teaching of Modern Foreign Languages and the Training of Teachers*. Cambridge: University Press, 3d edition, 1906. As far as possible every school should endeavor to have complete sets of the best text-books issued by the various modern language publishing houses of the country. Such a collection will be of greatest assistance to the teacher in selecting suitable class texts and will also afford ample opportunity for private reading on the part of more ambitious pupils.

Pleasing decorations for the school room surely ought not to be neglected, and as much is now available at a low price every school should attempt something in this direction.

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